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ABSTRACT

In order to provide the information needed for long-range planning, Amarillo College (AC), Texas, conducted a survey of eight selected community groups during Fall 1979 to determine the socioeconomic characteristics of area citizens, their perceptions of AC, and their interest in obtaining further education. Survey respondents included 227 area high school seniors, 72 Chamber of Commerce members, 48 self-employed professionals, 399 randomly selected Amarillo residents, 106 randomly selected parents of full-time AC students, 292 area high school teachers, 47 randomly selected Black residents, and 50 randomly selected Hispanic residents. All but the last two sample groups were representative of their respective populations. Three survey instruments were designed: a high school student questionnaire, a basic adult questionnaire, and an interview form modified to collect information of special relevance to the Black and Hispanic respondents. Respondents were asked to: (1) provide demographic information related to ethnicity, residence, sex, age, marital status, employment, and income; (2) rate college facilities and services; (3) identify the sources from which they obtained information about AC; (4) indicate whether the cost of attending AC should be changed; (5) indicate the services that should be added; and (6) identify educational goals. The survey report analyzes findings by respondent group. (JP)

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ED192843

EDUCATIONAL NEEDS AND PERCEPTIONS OF AMARILLO COLLEGE

A COMMUNITY SURVEY

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September
1980

JC 800 529

EDUCATIONAL NEEDS AND PERCEPTIONS OF AMARILLO COLLEGE

A Community Survey

Amarillo College
Box 447
Amarillo, Texas 79178

September, 1980

EXECUTIVE SUMMARY

Planning for continued programs and services at Amarillo College must be based on information about area residents and their educational needs. This study provides such information through a description of selected groups, examination of their perceptions about Amarillo College and examination of their interests in further education.

Study groups. Eight groups, were identified to provide information for this study:

High School Seniors
Chamber of Commerce Members
Self-Employed Professionals
Amarillo Cross-Section
Parents of AC Students
High School Professionals
Blacks
Mexican-Americans

The characteristics of the groups vary broadly, but generally in predictable ways. Only the two minority groups appear to be not representative of their respective populations.

Perceptions and Opinions of Amarillo College. The overall response by the groups to statements about Amarillo College is very positive. The groups indicate strongest agreement with the two statements "AC is one of the best two-year colleges in the country" and "Without AC many Amarillo residents could not attend college." The statement "Four-year colleges provide a better education for the freshman and sophomore years than does AC" receives strong disagreement, a highly favorable reaction. All groups rate "Contribution to the City of Amarillo" and "Value to the taxpayer" as between superior and good, and similar ratings are given to appearance of the campuses, library and learning resources, educational programs, instruction, and laboratories and shops.

The primary source of information about Amarillo College is family and friends, followed by college publications, newspaper advertising and visits to AC. However, there are notable differences among groups in sources of information used.

A majority of all groups would like the cost of attending AC to stay the same.

Interest in obtaining further education. Many adult respondents say they are prevented from attending college because of other obligations or an inconvenient schedule of AC courses. Most who plan to enroll at AC express an interest in attending classes in the evening, because their job prevents them from attending at other times. Some interest is expressed in Saturday and Sunday classes.

A surprisingly large number of the respondents have attended Amarillo College for one or more courses. The proportion by groups ranges from a high of 68 to a low of 17 percent.

A primary reason adults plan to enroll at AC is for personal interest and hobbies. Minority groups express more utilitarian job-oriented purposes. High school seniors most often give career exploration and the development of skills for new jobs as their reason for enrolling.

Seventy percent of the high school seniors plan to get some type of post-high school education. Two-thirds of those who do not plan to continue their education imply lack of money as a reason.

High school seniors who indicate they will attend college have high aspirations. One-third desire a Bachelor's Degree and an additional 22 percent desire a Master's or higher degree.

Amarillo College is preferred by 45 percent of high school seniors who plan to attend college. Other colleges indicated in order of preference are Texas Tech, West Texas State University and Texas A and M University.

Recommendations. The following recommendations for specific action by the College are presented:

1. The College should provide specific types of information through media which the survey shows will reach best target audiences.

2. A special effort should be made to reach minority groups with information on special programs and services of interest to them, such as the ACcess Center and financial aid. A newsletter for and personal contact with Mexican-American groups in Spanish would probably reach a large number of persons who are not familiar with the services and programs of AC.

3. The College should continue its efforts to familiarize high school counselors with the programs and services of the College. It might be more effective to direct some attention to teachers as well as counselors, since both have extensive contact with students.

4. The College should consider the scope and type of its adult programs in response to the demand for programs of "personal interest and hobbies".

5. The College should consider a more comprehensive class schedule for weekends and afternoons. The interest expressed in weekend study by adults may be especially significant.

6. The College should consider making child care facilities more available to make college classes accessible for additional women.

7. Considerably more spaces should be provided to alleviate a serious parking problem. Also, an effort should be made to alter the schedule of classes to reduce peak loads during morning and evening hours. It is quite likely that many adults, especially women, are deterred from attending night classes because of the lack of adequate lighted parking areas.

8. The need for additional improvements for making programs and services available to physically handicapped persons should be carefully conveyed to community groups. Although some major improvements were completed during 1980, others have been delayed due to lack of funds. Both community support and attendance by handicapped persons will be enhanced by a careful program of public information.

9. Respondents show an interest in more educational and cultural television, indicating some willingness to support expansion of existing facilities and offerings. Planning for this should be expedited to determine both value and cost to Amarillo and the Panhandle area.

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INTRODUCTION

Since 1929 Amarillo College has made significant educational and cultural contributions to the community. However, the community continues to change and the College must plan to accommodate these changes if it is to remain a vital influence. This study provides information for such planning, including (1) a description of the social, economic and demographic characteristics of selected community groups; (2) examination of their perceptions about Amarillo College; and (3) examination of their interests in obtaining further education. The results will be used to develop long range goals and strategies for continuing to serve the educational needs of Amarillo residents.

This report is written for educators at Amarillo College and others with similar educational interests. It contains an executive summary of the study, a description of the study procedures and respondent groups, a report of the findings, and recommendations for action. Only highlights of the data are presented in the body of the report, but extensive data are contained in the Appendix, reference to which is usually shown in parentheses.

Procedures

The Study Population

Eight groups were identified and surveyed to provide information for this report: high school seniors, high school professional staff, Chamber of Commerce members, self-employed professionals, a cross-section of Amarillo residents, parents of young full-time Amarillo College students, adult Blacks and adult Mexican-Americans. Each group represents a segment of the population whose attitudes toward Amarillo College are of particular interest. The size of each group was selected to be large enough to provide reliable information. A list of the groups and their response rates are shown on the next page and in Table 1 of the Appendix.

Group	Number of Respondents	Percent of Responses
High School Seniors	227	--
Chamber of Commerce Members	72	55
Self-Employed Professionals	48	52
Amarillo Cross-Section	399	41
Parents of AC Students	106	65
High School Professionals	292	76
Blacks	47	--
Mexican-Americans	50	--
Total	1242	

Students from each of the four public schools in Amarillo were included in the sample of high school seniors. The number of students from each school, shown following this paragraph, was determined by the size of the senior class. The questionnaire was administered in senior class homerooms selected as representative by the principal of each school. The response of the high school seniors is reported as a group.

School	Number of Students
Amarillo	80
Tascosa	59
Palo Duro	37
Caprock	51
Total	227

The principals of the four public high schools asked each member of the professional staff to respond to the questionnaire. The response of the high school professionals is reported as a group.

Chamber of Commerce members were selected randomly from the Amarillo Chamber of Commerce Directory and Buyer's Guide to receive the questionnaire.

A group of self-employed professionals, including accountants, attorneys, physicians and osteopaths, psychologists, dentists, engineers and architects were identified through the yellow pages of the Amarillo Telephone Directory.

A cross-section sample of Amarillo residents was chosen at random from the City Directory, 1979. The respondent group sufficiently represents all areas of the city to make valid inferences from its responses.

questionnaires were mailed to a random sample of parents of full-time AC students of ages 20 and under.

According to the 1970 Census most Amarillo Black residents live in the 79107 zip code area north and east of the Fort Worth and Denver Railroad tracks, south of Northwest 24th Avenue and west of Polk Street. Respondents were selected randomly from this area to complete the questionnaire. Interviews were conducted by a Black student from Amarillo College after several hours of training in interview techniques.

The Mexican-American population in Amarillo is concentrated in a generally definable residence area, mostly in the 79103 zip code area, east of the Santa Fe Railroad tracks, south of East Third Avenue and north of East 26th Street. Respondents were selected randomly from this area to complete the interview form of the questionnaire. The interviews were conducted by Mexican-American students and a staff member from Amarillo College after several hours of training.

Data Collection

Three forms of the questionnaire were devised to obtain information from the study groups. Each form provides information about demographic and socioeconomic background of the respondents, and their selected perceptions and attitudes toward AC. In addition, the high school senior form provides information about educational plans after graduation, including preferred programs of study. The basic adult form provides suggestions for modification or addition to programs and services at AC. A variation of the adult form was developed as an interview instrument to obtain information from the Black and Mexican-American populations. It is similar to the basic adult form, but it contains several modifications of special relevance to these populations. A copy of each form is contained in the Appendix.

Characteristics of the Study Groups

As noted earlier, the respondent groups for this study were chosen because they represent segments of the Amarillo population whose attitudes toward Amarillo College are of particular interest. The meaning of group responses can be understood better in context of the group characteristics. For this reason, the following paragraphs present a description of each group, to include ethnic origin, residence area, sex, age, marital status, employment, income and occupation.

Ethnic Background

The cross-section group has the following ethnic composition (Table 2):

Ethnic Origin	Percent
White	93.0
Black	3.0
American Indian	1.0
Oriental	0.5
Spanish surnamed Americans	2.0
Others	0.5

The ethnic background of parents of AC students group is similar to that of the cross-section group. The Chamber of Commerce group contains no Blacks or Mexican-Americans and the self-employed professional group contains no Mexican-Americans. The high school professionals include twice as many Blacks, but fewer Mexican-Americans, than the cross-section group. The ethnic background of the high school seniors contains a somewhat greater minority population than the cross-section group (Table 3).

Residence

Overall, the residence of respondents parallels the residence pattern for the City, with most respondents in zip code areas 79106, 09 and 10, Black respondents in area 79107 and most Mexican-Americans in area 79103. The residence pattern for the cross-section represents all areas of the city in approximately the same proportion as the 1970 Census of the population (See Figure 1).

Black and Mexican-American Groups

Due to the method for selecting interviewees the Black and Mexican-American groups are not representative of the respective adult populations, and the data must be viewed with caution. The Black group is predominately male (63%), young (median age of 29), and single (65%). Less than half are employed full-time (47%), and nine percent are unemployed. Their median (average) income is $8,850, although their educational level appears high, with 40 percent having some college or occupational training. Most are employed in semi-professional, semi-skilled and service occupations.

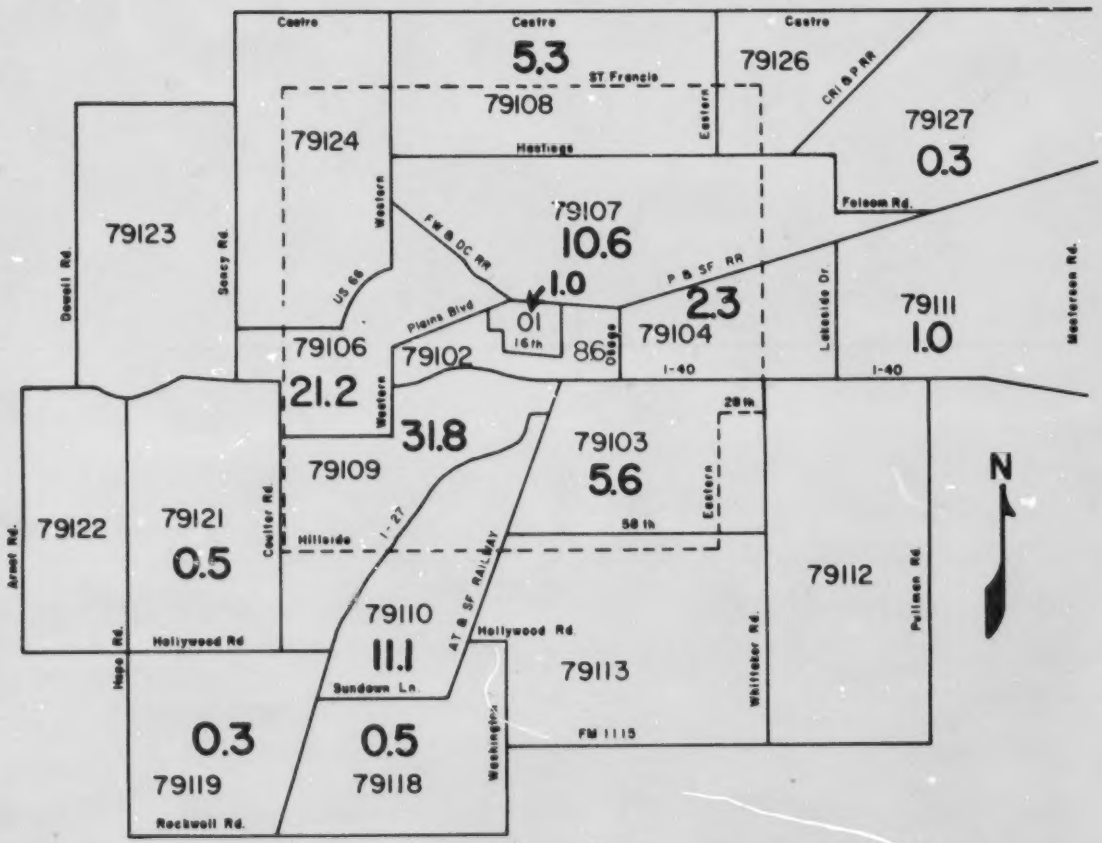

FIGURE 1. PERCENT OF CROSS-SECTION GROUP RESIDING IN AMARILLO ZIP CODE AREAS.

The Mexican-American group is mostly female (60%). The median age is 32, but one in four is of age 65 or older. Nearly two-thirds are single, divorced or widowed. Just under half are employed full-time and nine percent are unemployed and seeking employment. The median (average) income is $6,420. Their educational level is low; 18 percent have completed eighth grade or lower and ten percent have completed some college or occupational training. The respondents are principally in semi-skilled, unskilled and service occupations.

Sex

Most adult respondents are men, but the high school seniors are equally composed of boys and girls (Table 4). Several groups are composed of more than 60 percent men--the Chamber of Commerce group, self-employed professionals, Amarillo cross-section and Blacks. The Mexican-Americans, parents of AC students and high school professionals are predominately women.

Age

The tabulation below shows wide variaion in the groups' ages The Chamber of Commerce group is oldest, with a median (average) age of 51. The Black and Mexican-American groups are youngest, and the other four groups have average ages in the 40's (Table 5).

Group	
Chamber of Commerce group	51
Self-employed professionals	45
Amarillo cross-section	41
Parents of AC students	mid 40's
High school professionals	40
Blacks	29
Mexican-Americans	32

Marital Status

Most respondents are married (except for the two minority groups, who were earlier noted as unrepresentative of actual minority populations). The percentages range from a low of 69 for the cross-section to 92 for the self-employed professionals. The cross-section is 14 percent single and 17 percent divorced or widowed. The parents of AC students and high school professionals are similar (Table 6).

Employment Status

Most respondents, except for the minority groups, are employed full-time, as noted on the following page. Fewer than half of the Black and Mexican-American groups are employed full-time (Table 7).

Group	Percent
Self-employed professionals	100
High school professionals	100
Chamber of Commerce members	97
Cross-section	72
Parents of AC students	66
Blacks	48
Mexican-Americans	45

In the cross-section and parents of AC students groups only four percent are unemployed and seeking employment. For minority groups, this figure rises to nine percent. These percentages are comparable to the employment status of Amarillo residents given by the Texas Employment Commission for 1978-79 which reported 3.7 percent unemployed for that period.

The groups varied considerably in the proportion of spouses employed full-time (Table 8). The highest proportion was for Mexican-Americans (88%), followed by parents of AC students (68%), the cross-section (51%), Blacks (38%) and high school professionals (38%).

Income

The median (average) family income for the study groups varies widely, as seen in the tabulation which follows (Table 9).

Group	
Chamber of Commerce members	over $30,000
Self-employed professionals	over 30,000
High school professionals	25,740
Parents of AC students	22,920
Parents of high school students	21,660
AMARILLO, 1979 ESTIMATE	21,058
Amarillo cross-section	19,620
Blacks	8,580
Mexican-Americans	6,420

The Chamber of Commerce and self-employed professional groups have, as expected, the highest family income; they also report fewest spouses employed. The high school professionals and parents of AC students report the next highest income, but they report a high proportion of spouses employed. The Blacks and Mexican-Americans report much lower incomes than the average for Amarillo and the other groups.

Educational Level

Most study groups are better educated than the area population. The 1970 Census reports that 28 percent have some college or occupational training; however, all study groups, except the Mexican-Americans, have over 40 percent with such training. The least educated groups are Mexican-Americans, followed by Blacks and the cross-section group (Tables 10 and 11).

Occupation

Expectedly, the high school professional and the self-employed professional groups are employed in professional occupations, and the Chamber of Commerce group is in managerial and proprietor occupations. The cross-section and parents of AC students groups are distributed mainly across areas of clerical-sales, managerial, professional and skilled. Parents of high school seniors are generally in managerial, clerical-sales, professional, proprietor and skilled occupations (Tables 12 and 13). Minority groups are usually in semi-professional, semi-skilled, unskilled and service occupations.

THE FINDINGS

The findings reported in this section deal with perceptions of Amarillo College, evaluation of facilities and programs, evaluation of purposes and how well the purposes are being accomplished, and interest in additional education.

Peceptions of Amarillo College

To determine how people feel about AC they were asked to (1) respond to several statements about AC, (2) rate several listed aspects of the College, (3) identify sources from which they obtained information about the College, (4) show whether the cost of attending the College should be changed and (5) indicate services and facilities that should be added.

Statements about AC

Individuals were asked to rate several statements about the College as strongly agree (SA), agree (A), no opinion (NO), disagree (D), and strongly disagree (SD). Figure 2 shows the mean ratings given each statement by the Amarillo cross-section group. A rating of 1.00 identifies a response of "strongly agree," and 5.00 one of "strongly disagree." Responses can be interpreted as agreement or disagreement, or as recommendation for change or no change. Positive attitudes or acceptance of current practices are noted by agreement with the first five statements and by disagreement with the last four.

The overall response by the groups is very positive (Table 14). The parents of AC students are most positive, and the Chamber of Commerce and self-employed professional groups also are strongly supportive. Blacks, Mexican-Americans and high school seniors generally are less favorable than the other groups. The statement "AC is one of the best two year colleges in the country" and "Without AC many Amarillo residents could not attend college" received the strongest agreement, and the statement "Four year colleges provide a better education for the freshman and sophomore years than does AC" received strong disagreement, which is highly favorable.

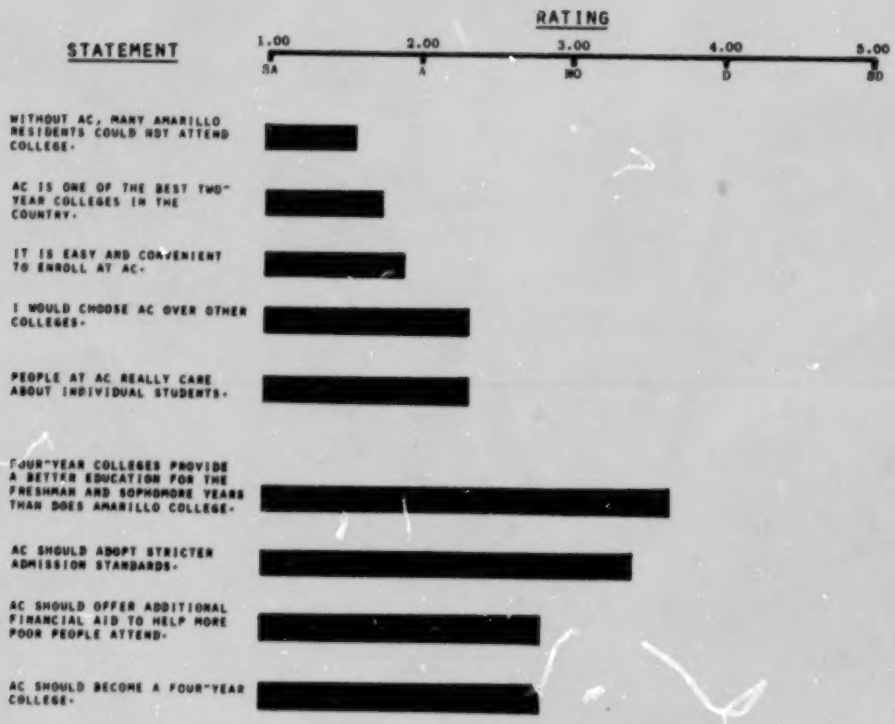
STATEMENT
RATING
1.00
2.00
3.00
4.00
5.00
SA
A
ND
D
SD
WITHOUT AC, MANY AMARILLO RESIDENTS COULD NOT ATTEND COLLEGE.
AC IS ONE OF THE BEST TWO-YEAR COLLEGES IN THE COUNTRY.
IT IS EASY AND CONVENIENT TO ENROLL AT AC.
I WOULD CHOOSE AC OVER OTHER COLLEGES.
PEOPLE AT AC REALLY CARE ABOUT INDIVIDUAL STUDENTS.
FOUR-YEAR COLLEGES PROVIDE A BETTER EDUCATION FOR THE FRESHMAN AND SOPHOMORE YEARS THAN DOES AMARILLO COLLEGE.
AC SHOULD ADOPT STRICTER ADMISSION STANDARDS.
AC SHOULD OFFER ADDITIONAL FINANCIAL AID TO HELP MORE POOR PEOPLE ATTEND.
AC SHOULD BECOME A FOUR-YEAR COLLEGE.

FIGURE 2. RATINGS OF SELECTED STATEMENTS ABOUT THE COLLEGE

Aspects of the College

Individuals were asked to rate the quality of several aspects of the College as superior (S), good (G), fair (F), poor (P), or express no opinion. Figure 3 shows the mean ratings given each statement by the Amarillo cross-section. A rating of 1.00 identifies a response of "superior" and 4.00 identifies "poor". It can be seen from the figure that all aspects are rated somewhere between superior and good by the cross-section group.

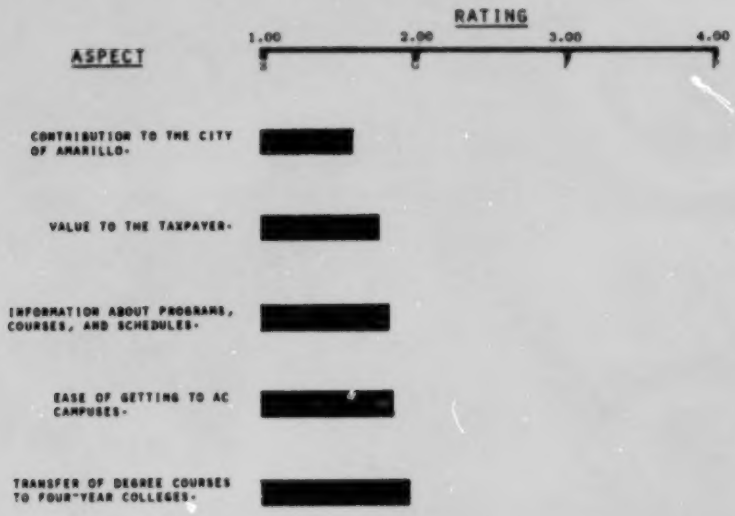

FIGURE 3. RATINGS OF ASPECTS OF THE COLLEGE

All group responses are similar to the Amarillo cross-section, except Blacks, Mexican-Americans and high school seniors who gave somewhat less favorable ratings. The Chamber of Commerce and the self-employed professional groups gave a higher rating to "Contribution to the City of Amarillo" than did the other groups (Table 15).

Academic Facilities, Programs and Services

Aspects of Amarillo College that relate to academic facilities, educational programs and services were also rated as superior (S), good (G), fair (F) or poor (P). Figure 4 shows the mean ranking for each aspect by the cross-section group.

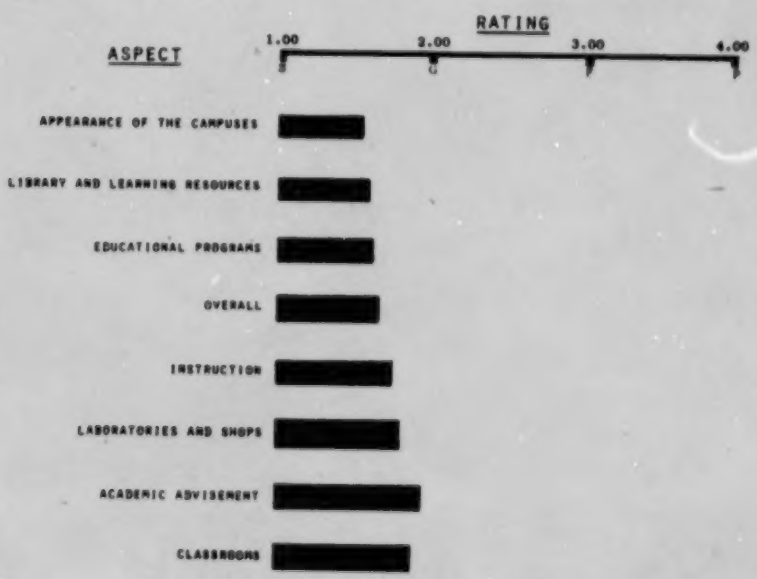

FIGURE 4. RATINGS OF ACADEMIC FACILITIES, PROGRAMS AND SERVICES

All aspects are rated between superior and good. Most adult groups' ratings are similar to those by the cross-section group. The most positive ratings are given by parents of current AC students, and the least positive by the Black, Mexican-American and high school senior groups, although all groups usually agree with the rank order of the ratings (Table 16).

Three Main Sources of Information

Respondents were asked to select from a list their three main sources of information about Amarillo College. The following tabulation shows, in percentages, the selection of each source by the Amarillo cross-section group.

Source	
Friends and family	68
College publications	54
Newspaper advertising	38
Visits to AC	34
Newspaper stories about AC	24
High School teachers and counselors	16
Radio and TV commercials	14
Radio and TV news stories	10
Telephone calls to AC	10
AC booth at the Fair or shopping malls	5

Overall, family and friends is clearly the primary source of information, followed by college publications, newspaper advertising and visits to AC. However, there are some notable differences among group responses (Table 17). Blacks, Mexican-Americans and high school seniors differ from the others in sources of information about AC. College publications and newspaper advertisements are less important to Blacks and Mexican-Americans; the AC booth at the Fair or shopping malls is more important for them. Visits to the AC campus are important to Blacks. For high school seniors, teachers and counselors are important, as are radio and TV commercials.

Cost of Attending Amarillo College

Participants were asked to indicate whether the cost to the student of attending AC should be changed, by choosing one of three possible responses. The responses, in order of percent chosen by the cross-section group, are shown as follows.

Choices	
Don't change the cost to the student	67
Raise the cost to the student and save the taxpayer money	24
Lower the cost to the student even if local taxes must be raised to pay the difference	9

A majority of respondents in all groups would like the cost to the students attending AC to stay the same. The Chamber of Commerce group most often (44%) thought the cost to the student should be raised. Parents of AC students, Blacks and Mexican-Americans more frequently wanted to keep the cost as it is (Table 18).

Services and Facilities Desired

Respondents were asked to indicate which of six additions in facilities and services they support for AC. Responses are shown in the tabulation below in rank order of selection by the Amarillo cross-section (Table 19).

Statement	Percent
More parking	42
Special facilities and programs for the physically handicapped	33
More educational and cultural TV (PBS)	24
Student dormitories	19
Swimming pool	15
Larger child care center	10
Other	7

Most groups agreed generally with the rankings by the cross-section group. Parking is seen as the most important need by all but one group. Educational and cultural TV was selected more frequently by Mexican-Americans and self-employed professionals than by other groups. Special facilities and programs for the physically handicapped were chosen most often by parents of AC students and the cross-section group. Blacks selected dormitories more often than did others.

Educational Opportunities

The Black and Mexican-American groups were asked to respond to the question, "Do you think AC is offering everyone good opportunities for a college education?" The response is overwhelmingly yes, as noted by 91 percent and 100 percent of the Black and Mexican-American groups (Table 20).

Purposes of Amarillo College

Adult groups were asked their opinion about the objectives and purposes of Amarillo College and how well the College accomplishes these purposes. The groups first rated the statements of purpose with (SA) strongly agree, (A) agree, (NO) no opinion, (D) disagree, and (SD) strongly disagree. Then they rated how well they think the College is accomplishing each purpose as (S) superior, (G) good, (F) fair, (P) poor or (NO) (5) no opinion. Figure 5 shows the mean rating given each statment by the Amarillo cross-section. The rating of 1.00 identifies a response of "strongly agree", and 5.00 one of "strongly disagree" on the purpose scale. On the How Well scale 1.00 identifies "superior" and 4.00 identifies "poor" accomplishment (Table 21 and 22).

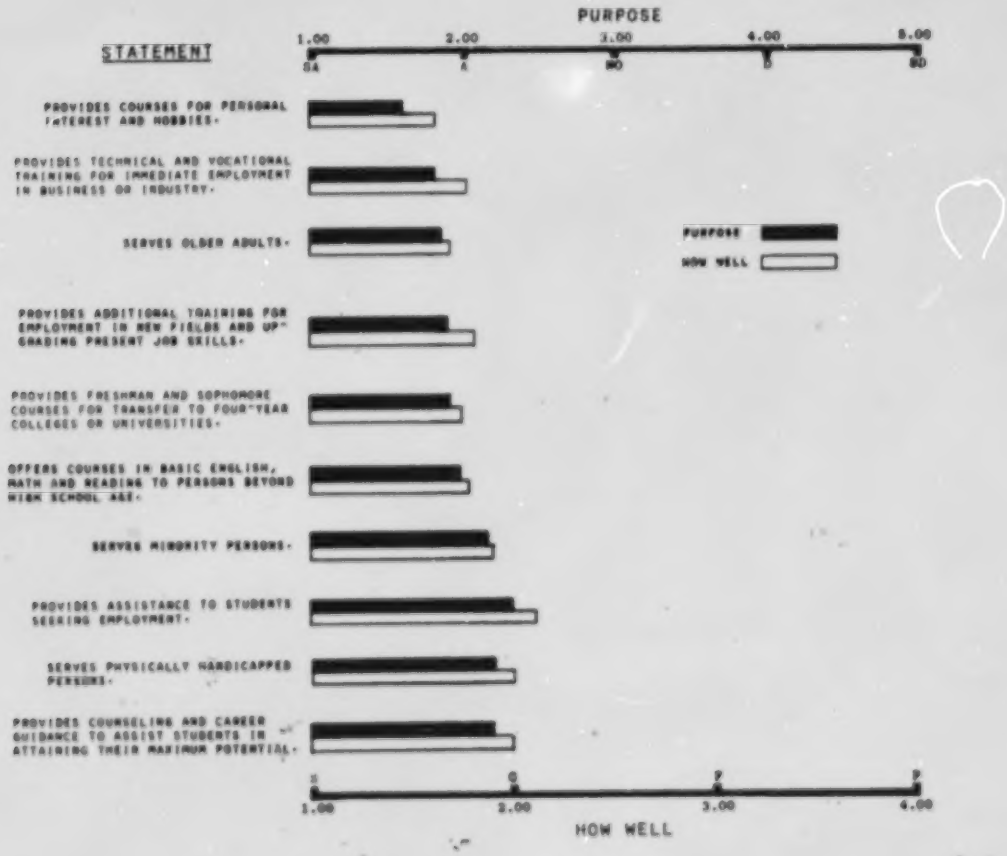

FIGURE 5. RATINGS OF EVALUATION OF PURPOSES OF AMARILLO COLLEGE

While all groups responded positively to all of the listed purposes, they varied in their ratings of each purpose. The Chamber of Commerce and the Black groups ranked technical and vocational training as the most positive and the self-employed professionals ranked courses for transfer to four-year institutions as most positive. The Amarillo cross-section, parents of AC students and the high school professionals are most positive about courses for personal interest and hobbies. The most positive purpose for the Mexican-American groups is additional training for employment in new fields and upgrading present job skills.

When the respondents were asked to consider how well AC is accomplishing each purpose, the most positive ratings are given to courses for personal interest and hobbies, technical and vocational training for immediate employment and courses for transfer to four-year institutions. Most groups which ranked a purpose first also ranked first how well the College is accomplishing that purpose. The tabulation below shows a comparison of the groups' most positive responses to the statement of purpose and how well we are accomplishing the purpose.

Group	Purpose	Accomplishment
Chamber of Commerce	Technical & vocational training	Personal interests and hobbies
Self-employed professionals	Transfer	Transfer
Amarillo cross-section	Personal interest and hobbies	Personal interests and hobbies
Parents of AC students	Personal interests and hobbies	Personal interests and hobbies
High school professionals	Personal interests and hobbies	Personnel interests and hobbies
Blacks	Technical & vocational training	Basic English, math and reading
Mexican-American	Additional training for immediate employment in new fields and upgrade present job skills	Technical and vocational training

Interest in Obtaining Further Education

Of particular interest to Amarillo College are the plans respondents have for further education or the reasons they do not plan to obtain further education, extent they have attended Amarillo College, preferred schedule of classes, main reason for enrolling at AC, extent of plans for further education and the kind of program that would interest them.

High school seniors were asked about their post-high school plans and choice of college to attend.

Reasons for Not Obtaining More Education

Adults who did not expect to obtain further education were asked to indicate, by checking reasons which applied to them, why they did not. The tabulation below shows the percent of responses in rank order of selection by the Amarillo cross-section group.

Statement	
I'm too busy with family obligations.	32
My job prevents me from enrolling.	27
The courses I would like are not offered at a convenient time.	15
I'm too old.	13
It costs more than I can afford.	11
More education would not help me do what I want.	9
I don't like to study.	7
I would need child care service.	6
My school grades are too low.	5
It cost more than it is worth.	2

All groups' responses are generally similar to those of the Amarillo cross-section group, but they differ somewhat (Table 23). Only the self-employed professionals rated "more education would not help me do what I want" as the most important reason for not enrolling. The statement "I'm too old" was fairly important for all groups except Blacks who rated it last (They are the youngest group).

Attendance at Amarillo College

Adult groups were asked to indicate the extent of their prior attendance at AC. The tabulation which follows shows the percent response for the Amarillo cross-section group.

Statement	
Yes, I earned an associate degree.	7
Yes, I completed about 20 courses.	6
Yes, I completed about 10 courses.	6
Yes, for less than 10 courses.	36
No, I have never attended AC.	45

AC has had an impact on a large proportion of the Amarillo population. At least half of the respondents in all groups except the Mexican-American group attended AC for one or more courses (Table 24). The high school professional group most often attended (68%) and the Mexican-American group least often attended (17%).

Preferred Time for Classes

Respondents who are considering attending AC were asked to indicate preferred time periods for their attendance. The tabulation below shows the percent response for each period by the Amarillo cross-section group, which is similar for all adult groups.

Time Period	
Monday through Thursday evenings	33
Monday through Friday morning	9
Saturday	7
Friday evening	6
Monday through Friday afternoon	4
Sunday	4

Adults show high interest in evening programs, including some for Friday evening. Some, but not high, interest is expressed in Saturday and Sunday classes (Table 25).

Reason for Enrolling at AC

Respondents planning to attend AC were asked to give their main reason for enrolling. The tabulation which follows shows the percent ratings by respondents in the Amarillo cross-section group and the high school senior group.

Reason	Cross-Section	High School Seniors
Self improvement	28	7
General knowledge and personal satisfaction	26	9
Improve employment skills	19	15
Develop skills for new job	11	25
To use leisure time	6	1
Prepare for transfer to four-year college	5	9
Career exploration	4	30
To meet and be with people	0.5	3
Use of social security benefits	0.5	1
To satisfy my parents	0	0.5

As might be expected, the adult cross-section group and the high school senior group differ widely in their responses. The cross-section chose "self improvement" and "general knowledge and personal satisfaction" most often while the high school seniors chose "career exploration" and "develop skills for new jobs". The other adult groups chose "general knowledge and personal satisfaction" as their main reason for enrolling in AC (Table 26).

Extent of Plans for Further Education

Although respondents were not asked directly if they plan to enroll at AC, that information might be surmised from the adult groups' response to the question about reason for enrolling. The percentages of the groups who indicate a reason for enrolling, and therefore an interest in attending follow:

Chamber of Commerce members	36
Self-employed Professionals	38
Cross-section	54
Parents of AC Students	57
High School Professionals	43
Blacks	89
Mexican-Americans	96

Although Blacks and Mexican-Americans appear highly interested in attending AC, their responses were obtained by direct interview rather than by the mailed questionnaire used for other groups. Therefore, the results are not directly comparable. Of the remaining adult groups the interest ranged from 57 to 36 percent; interest was highest for the cross-section group and parents of AC students.

Kind of Program

Participants in the adult group were asked to choose from a list of eight categories the kind of program that most interested them. The percent ratings of the cross-section group are shown below.

Program	
Personal interest and hobbies	40
Pre-professional	16
Business related	14
Vocational	9
Engineering technician	7
Health services	5
Basic skills	5
Traditional college major	4

All adult groups except the Black and Mexican-American groups chose "personal interest and hobbies" most often. The Black group chose "health services" and the Mexican-American group chose "basic skills" most often (Table 27).

High school seniors selected from a list of 61 educational programs (Appendix B) the one that interested them most. Their choice of specific program was widely distributed, with law being chosen by five percent, followed closely by architecture, computer operation, legal secretary, engineering and automotive mechanics, each being selected by three to four percent. The complete results are shown in Table 28.

Post-High School Plans of Seniors

Seventy percent of the high school seniors plan to get some type of post-high school education either by attending school full-time with or without a job or by attending part-time while working full-time (Table 29). The tabulation which follows shows the percent of responses by high school seniors.

Plans	
Attend some type of school or college full-time, with a part-time job	46
Attend some type of school or college full-time with no job	13
Take a full-time job and go to school or college part-time	11
Don't know what I will be doing after high school	11
Take a full-time job that requires on-the-job training	10
Take a full-time job that does not require further education	7
Enter the military	2

Reasons for No Post-High School Education

High school seniors who do not expect to continue their education were asked why they do not. The percent of responses are shown below and in Table 30.

I want to get a job and start earning a living.	48
I have to work in order to support myself.	39
More education will not help me do what I want.	28
My grades are too low.	27
It would cost more than my parents can afford.	26
I don't like to study.	22
Most of my friends will not go to school or college.	5
The courses I would like are not offered at a convenient time.	5
My parents or guardians do not want me to attend.	0

Nearly half note that they want "to get a job and start earning a living". Two-thirds suggest a lack of money as evidenced in the reasons "to work in order to support myself" and "it would cost more than my parents can afford."

Desired Educational Level

The amount of education desired by high school seniors who plan post-secondary education reflects high aspirations. While 13 percent expressed no degree goal, 32 percent desire a certificate of completion or an Associate's Degree, 34 percent a Bachelor's Degree and 22 percent a Master's or higher degree (Table 31).

Choice of College to Attend

High school seniors were asked to choose from a list of colleges and universities the one they were most likely to attend. The percentages for specific colleges follow:

Amarillo College	45
Texas Tech	16
West Texas State	11
Texas A & M	5
University of Texas at Austin	3
Baylor	2
Texas Christian	2
University of Houston	1
University of New Mexico	1
Others	14
Total	100

Amarillo College was chosen most often by far, by 45 percent of all who planned to attend college. If the number reporting college attendance in their post high school plans (70%) actually attend, 31 percent of all AISD seniors would attend AC. This compares closely with the 26 to 30 percent now estimated to attend.

DISCUSSION AND RECOMMENDATIONS

The results of this survey should be useful in developing goals and strategies for serving area residents. Accordingly, this section contains a brief statement of implications of survey findings and lists several recommendations for specific action.

Implications

Amarillo residents have very positive perceptions about the College. They feel AC provides an opportunity for many persons to attend college who could not otherwise do so. They feel strongly that it is one of the best two-year colleges in the country, that it is making a significant contribution to the City and that it is of value to the taxpayer. Respondents also rate positively specific aspects of the college.

Residents appear generally well informed about Amarillo College, but the Mexican-Americans and Blacks respond most often with "no opinion." Friends and family are the best sources of information about AC, with college publications next. The Mexican-American group indicate the Amarillo College booth at the Fair and in shopping malls as important. The survey indicates that personal contacts of one kind or another are the best source of information for all groups. These findings should help in planning for public information and student recruitment, and indicate a need for better communication to Black and Mexican-American groups.

Most groups feel that parking is by far the most important facility to be added. The lack of adequate parking may deter some adults from attending classes, especially at night when many would like to attend. Special facilities and programs for the physically handicapped receive strong support. Considerable support is given to more educational and cultural television, and to student dormitories. The results suggest community support to expand these facilities.

Black and Mexican-American groups think Amarillo College is offering a good opportunity for everyone to obtain a college education. However, the response of "no opinion" to many of the questions seems to indicate the need to do more to inform minorities about opportunities for them at the College.

There is strong support for the stated purposes of Amarillo College and general agreement that the College is doing well in achieving these purposes. As might be expected, each group rates as most positive the purpose that reflected their interest. The Chamber of Commerce group rates technical and vocational training most favorably, self-employed professionals rate the transfer function most positively, Blacks and Mexican-Americans are most positive toward additional training for employment, and three other groups are more favorable toward personal interest and hobbies. All of the purposes fall within those for a comprehensive community college.

The conclusion might be drawn that there is strong support for the comprehensive community college function; but strongest support for specific functions comes from special groups.

Of particular interst to AC are the reasons why respondents do not plan further education. Many adult respondents are prevented from attending college because of other obligations or an inconvenient schedule of AC courses. This might suggest that the College be more innovative with scheduling, especially in the evening when most adults want to attend. The heavy full-time and part-time job orientation of AC students and of non-students who say their job prevents them from enrolling suggests the value of some type of cooperative program between employers and the College. Cost is important to 11 percent of the respondents. Perhaps more information on financial aid is necessary. More information about the age range of AC students--such as the extent of attendance by students in their 30's, middle-aged and above--should be emphasized in advertising directed toward older adults.

Overall, a surprisingly large proportion (55%) of the respondents have attended Amarillo College for one or more courses, but the figure is lowest for the Mexican-American group. A main reason adults plan to enroll at AC is for personal interest and hobbies. For the two minority groups it is for utilitarian job-oriented purposes. Appropriate information should be emphasized in advertising directed to specific groups.

Recommendations

It is noted in the introduction to this report that the findings would be used to guide the development of AC. Accordingly, the following recommendations are presented.

1. Plans should be formulated to provide specific types of information through media which the survey shows will reach best target audiences.

2. A special effort should be made to reach Black and Mexican-American groups with information on special programs and services of interest to them, such as the ACcess Center and financial aid. A newsletter for and personal contacts with Mexican-American groups in Spanish would probably reach a large number of persons who are not familiar with the services of AC.

3. The College should continue its efforts to familiarize high school counselors with the programs and services of the College. It might be more effective to direct some attention to teachers as well as counselors, since both have extensive contact with students.

4. The College should consider the adequacy of its adult programs in response to the demand for programs of "personal interest and hobbies."

5. The College should carefully consider a more comprehensive class schedule for weekends and afternoons. The interest expressed in weekend study by older adults may be especially significant.

6. The College should consider making child care facilities more available to make college classes accessible for additional women.

7. Considerably more spaces should be provided to alleviate a serious parking problem. Also, a serious effort should be made to alter the schedule of classes to reduce peaks during morning and evening hours. It is quite likely that many adults, especially women, are deterred from attending night classes because of the lack of adequate lighted parking areas.

8. The need for additional improvements for making programs and services available to physically handicapped persons should be carefully conveyed to community groups. Although some major improvements were completed during 1980, others have been delayed due to lack of funds. Both community support and attendance by handicapped persons will be enhanced by a careful program of public information.

9. Respondents show a strong interest in more educational and cultural television, indicating some willingness to support expansion of existing facilities and offerings. Planning for this should be expedited to determine both value and cost to Amarillo and the Panhandle area.

AD/bb
9-26-80

APPENDIX A

Tables

TABLE 1

RESPONSE RATES FOR STUDY GROUPS

	Number Mailed* N	Returned N	Returned %
High school seniors	-	227	100
Chamber of commerce members	131	72	55
Self-employed professionals	92	48	52
Amarillo cross-section	976	399	41
Parents of AC students	164	106	65
High school professionals	-	292	76
Blacks	-	47	-
Mexican-Americans	-	50	-

*Number of deliverable questionnaires.

TABLE 2

ETHNIC BACKGROUND OF ADULT GROUPS

	Chamber of Comm.	Profes-sional	Cross Section	Parents	High School Prof'l	Black	Mexican-American
White	96	98	93	94	92	0	0
Black	0	2	3	3	4	100	0
American-Indian	3	0	1	1	1	0	0
Oriental	1	0	0.5	0	0	0	0
Spanish surname	0	0	2	3	1	0	100
Others	0	0	1	0	0	0	0
	100	100	100	100	100	100	100

TABLE 3

ETHNIC BACKGROUND OF HIGH SCHOOL SENIORS

	N	%
White	191	84.9
Black	11	4.9
American Indian	1	.4
Oriental	5	2.2
Spanish surname	13	5.8
Other	4	1.8
Total	225	100.0

TABLE 4

SEX OF RESPONDENTS

Students	Male	Female
High school seniors	53	47
Adults		
Chamber of commerce members	93	7
Self employed professionals	100	0
Amarillo cross-section	63	37
Parents of AC students	41	60
High school professionals	43	57
Blacks	64	36
Mexican-Americans	30	70

TABLE 5

AGE OF ADULT RESPONDENTS

	Chamber of Comm.	Profes-sional	Cross-Section	Parents	High School Prof'l	Black	Mexican-American
Under 25	1	0	11	8	5	38	28
25 - 34	8	31	27	1	27	26	28
35 - 49	35	27	27	63	48	28	12
50 - 64	40	36	22	26	20	2	6
65 and over	16	6	13	1	0	6	26
	100	100	100	100	100	100	100

TABLE 6

MARITAL STATUS OF ADULT RESPONDENTS

	Chamber of Comm.	Profes-sional	Cross-Section	Parents	High School Prof'l	Black	Mexican-American
Single	6	4	14	7	14	41	26
Married	89	92	69	85	77	35	39
Divorced	1	4	8	2	6	13	11
Widowed	3	0	9	7	3	11	24
Other	1	0	0	0	0	0	0
	100	100	100	100	100	100	100

TABLE 7

EMPLOYMENT STATUS OF RESPONDENTS

	Chamber of Comm.	Profes-sional	Cross-Section	Parents	High School Prof'l	Black	Mexican-American
Employed full-time	97	100	72	66	100	48	45
Employed part-time	0	0	8	13	0	24	6
Retired	3	0	12	1	0	6	23
Homemaker	0	0	3	15	0	9	17
Unemployed, seeking employment	0	0	2	1	0	9	9
Unemployed, not seeking employment	0	0	2	3	0	4	0
	100	100	100	100	100	100	100

TABLE 8

EMPLOYMENT STATUS OF SPOUSE

	Chamber of Comm.	Profes-sional	Cross-Section	Parents	High School Prof'l	Black	Mexican-American
Employed full-time	27	12	51	68	86	38	88
Employed part-time	18	12	12	7	5	19	6
Retired	3	0	4	2	1	6	0
Homemaker	50	76	28	19	5	31	0
Unemployed, seeking employment	0	0	1	1	0	6	6
Unemployed, not seeking employment	2	0	3	2	2	0	0
	100	100	100	100	100	100	100

TABLE 9

YEARLY FAMILY INCOME

	Chamber of Comm.	Profes-sional	Cross-Section	Parents	High School Prof'l	Blacks	Mexican-American	High School Seniors' Parents
0 - 5,999	0	0	10	7	0	35	54	5
6,000 - 11,999	0	0	17	6	6	33	18	10
12,000 - 17,999	4	2	18	15	17	20	18	22
18,000 - 23,999	9	7	16	28	21	7	8	21
24,000 - 29,999	12	5	17	13	22	0	2	17
30,000 - Up	75	86	21	32	34	4	0	25
	100	100	100	100	100	100	100	100
Median	Over $30,000	Over $30,000	$19,620	$22,920	$25,740	$8,580	$6,420	$21,660

TABLE 10

EDUCATIONAL LEVEL OF ADULT RESPONDENTS

	Chamber of Comm.	Profes-sional	Cross-Section	Parents	High School Prof'l	Black	Mexican-American
Under 8 years	0	0	3	1	0	2	34
Completed 8th grade	0	0	3	2	0	4	14
Some high school	3	0	8	2	0	15	18
High school graduate	8	0	17	27	0	34	22
Some college or occupational training	34	0	34	30	2	28	8
Two-year college graduate	11	0	10	13	1	13	2
Four-year college graduate	31	27	17	19	37	0	2
Master's or higher degree	12	73	8	6	60	4	0
	100	100	100	100	100	100	100

TABLE 11

EDUCATIONAL LEVEL OF PARENTS OF HIGH SCHOOL SENIORS

	Father	Mother
Under 8 years	5	3
Completed 8th grade	5	6
Some high school	14	15
High school graduate	23	32
Some college or occupational training	17	19
Two-year college graduate	5	8
Four-year college graduate	15	10
Master's or higher degree	15	6
	100	100

TABLE 12

OCCUPATIONAL CATEGORY OF ADULT RESPONDENTS

	Chamber of Comm.	Profes-sional	Cross-Section	Parents	High School Prof'l	Black	Mexican-American
Clerical and Sales	6	0	22	27	0	7	6
Managerial & Office	38	0	15	15	0	4	4
Professional	7	100	18	19	99	21	6
Proprietor	48	0	10	11	0	5	0
Semi-professional	1	0	6	7	0	21	6
Semi-skilled	0	0	7	1	0	16	33
Service	0	0	5	6	0	9	20
Skilled	0	0	13	11	0	9	2
Unskilled	0	0	5	3	0	7	22
	100	100	100	100	100	100	100

TABLE 13

OCCUPATIONAL CATEGORY FOR PARENTS OF HIGH SCHOOL STUDENTS

	Father	Mother
Clerical and Sales	7	23
Managerial or office	15	14
Professional	19	10
Proprietor	16	3
Semi-professional	6	6
Semi-skilled	10	3
Service	5	4
Skilled	16	2
Unskilled	4	5
Unemployed	0	27
Unknown	3	3
	100	100

TABLE 14

RATINGS OF STATEMENTS ABOUT THE VALUE OF AC

Mean and Percent Rating for Strongly Agree and Agree

	C of C		Prof'l		Cross Sec.		Parents		H.S. Prof'l		Blacks		Mex. Amer.		H.S. Seniors	
	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%
Four-Year colleges provide a better education for the freshman and sophomore years than does AC.	3.69	9	3.94	8	3.70	9	4.03	2	3.68	15	3.16	36	2.78	33	3.24	18
I would choose AC over other colleges.	2.36	58	2.70	48	2.34	62	2.10	76	2.75	45	2.84	46	2.46	56	3.02	32
Without AC many Amarillo residents could not attend college.	1.52	96	1.38	98	1.63	92	1.56	94	1.67	88	2.09	71	2.60	50	3.18	73
AC is one of the best two-year colleges in the Country.	1.56	83	1.67	88	1.83	77	1.57	90	1.83	77	2.04	67	2.33	60	2.14	66
AC should become a four-year college.	3.20	23	3.35	23	2.87	38	2.90	39	3.26	27	3.20	30	2.71	38	2.69	45
It is easy and convenient to enroll at AC.	2.15	73	2.27	58	1.93	82	1.82	86	2.08	67	2.13	78	2.56	42	2.29	63
People at AC really care about individual students.	2.15	70	2.35	50	2.34	56	2.05	78	2.40	50	2.55	46	2.54	38	2.74	27
AC should adopt stricter admission policies.	3.42	8	3.21	15	3.38	40	3.48	46	3.33	41	3.13	38	3.44	50	3.40	10
AC should offer additional financial aid to help more poor people attend.	3.41	18	3.32	11	2.87	34	3.13	25	3.13	22	2.64	46	2.15	65	2.42	53

TABLE 15

RATING THE QUALITY OF GENERAL ASPECTS OF AC

Mean and Percent Ranking for Superior or Good

	C of C		Prof'l		Cross Sec.		Parents		H.S. Prof'l		Blacks		Mex. Amer.		H.S. Seniors	
	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%
Information about programs, courses and schedules.	1.70	87	1.74	85	1.80	83	1.78	88	1.72	83	3.68	60	4.10	59	2.16	66
Ease of getting to AC campuses.	1.83	86	1.93	85	1.81	75	1.86	88	1.85	86	2.23	71	2.09	57	2.03	70
Transfer of degree courses to four-year colleges.	1.88	53	1.75	52	1.98	44	2.06	50	2.02	48	2.00	52	2.30	42	2.25	35
Contribution to the City of Amarillo.	1.47	91	1.47	94	1.59	86	1.61	90	1.65	88	2.13	62	2.18	51	—	—
Value to the taxpayer.	1.73	84	1.77	77	1.78	73	1.78	81	1.86	77	2.20	60	2.23	47	—	—

TABLE 16

RATING THE QUALITY OF ACADEMIC ASPECTS OF AC

Mean and Percent Ratings for Superior or Good

	C or C		Prof'l		Cross Sec.		Parents		H.S. Prof'l		Blacks		Mex. Amer.		H.S. Seniors	
	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%
Educational programs	1.53	80	1.58	78	1.67	79	1.54	94	1.69	82	1.89	58	2.03	53	1.93	64
Instruction	1.82	77	1.74	71	1.80	72	1.80	84	1.83	75	1.87	48	2.00	51	2.13	50
Academic Advisement	1.95	59	1.95	40	1.98	52	2.03	69	2.10	54	1.87	62	2.32	39	2.30	42
Classrooms	1.83	54	1.77	63	1.96	62	1.93	72	2.00	54	2.35	38	2.12	47	2.42	36
Laboratories and Shops	1.79	69	1.93	56	1.85	56	1.81	67	1.80	56	1.73	42	2.17	38	2.17	40
Library and Learning Resources	1.74	73	1.83	65	1.64	68	1.64	81	1.71	67	1.54	95	2.48	31	1.90	58
Appearance of campuses	1.64	88	1.51	89	1.53	88	1.48	97	1.58	90	1.84	83	2.00	56	1.73	79
Overall	1.73	85	1.72	78	1.79	82	1.77	89	1.81	85	1.97	78	2.11	46	1.96	67

TABLE 17

MAIN SOURCES OF INFORMATION ABOUT AC

Rank Order and Percentage Ratings

	C of C		Prof'l		Cross Sec.		Parents		H.S. Prof'l		Blacks		Mex. Amer.		H.S. Seniors	
	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%
Friends and Family	1	76	1	71	1	68	1	88	2	54	1	64	1	84	1	81
High School teachers and counselors	6.5	11	6.5	8	6	10	4	32	5	33	5	21	8	14	2	55
Visits to AC	3	42	5	38	4	34	5	29	3	44	2	53	6	20	5	31
Telephone Call to AC	10	0	6.5	8	9	10	7	9	9	8	7.5	11	9.5	0	10	3
College Publications	2	58	3	48	2	54	2	72	1	59	6	19	5	22	3	44
Newspaper advertising	4.5	38	2	56	3	38	3	43	4	40	4	23	3	32	6	18
Newspaper stories and articles	4.5	38	4	40	5	24	6	17	6	21	9	6	4	26	9	6
Radio and Television Commercials	8	4	8.5	6	7	14	10	3	7	9	7.5	11	7	18	4	34
Radio and Television News Stories	6.5	11	8.5	6	8	10	8	5	8	8	10	2	9.5	0	8	10
AC booth at the fair or shopping malls	9	3	10	0	10	5	9	4	10	2	3	34	2	64	7	13

TABLE 18

CHANGES IN COST WHICH ADULTS ADVOCATE

	Rank and Percentage Rating													
	C of C		Prof'l		Cross Sec.		Parents		H.S. Prof'l		Blacks		Mex. Amer.	
	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%
Don't change the cost to the student.	1	52	1	65	1	67	1	88	1	65	1	95	1	86
Raise the cost to the student and save the taxpayers' money.	2	44	2	30	2	24	2	9	2	28	2	2	3	6
Lower the cost to the student even if local taxes must pay the difference.	3	5	3	5	3	9	3	2	3	7	3	2	2	8

TABLE 19

FACILITIES AND SERVICES WHICH ADULTS ADVOCATE

	Rank and Percentage Ratings													
	C of C		Prof'l		Cross Sec.		Parents		H.S. Prof'l		Blacks		Mex. Amer.	
	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%
More educational and cultural TV	2.5	19	2	31	3	24	4.5	19	2	26	5	13	1	84
More parking	1	42	1	42	1	42	1	63	1	51	1	62	2.5	24
Larger child care center	6	10	6.5	8	6	10	6	8	6	10	6	11	6.5	6
Swimming pool	5	11	4	12	5	15	3	20	5	18	4	23	5	8
Special facilities and programs for the physically handicapped	2.5	19	3	15	2	33	2	33	3	24	3	26	4	18
Student dormitories	4	14	5	10	4	19	4.5	19	4	19	2	32	2.5	24
Others	7	3	6.5	8	7	7	7	5	7	8	7	4	6.5	6

TABLE 20

RATINGS OF OPPORTUNITY FOR A COLLEGE EDUCATION AT AC

	Percent	
	Blacks	Mex. Amer.
Yes	91	100
No	9	0
Total	100	100

TABLE 21

RATINGS OF PURPOSES OF AC

Mean and Percentage Ratings for Strongly Agree or Agree

	C of C		Prof'l		Cross Sec.		Parents		H.S. Prof'l		Blacks		Mex. Amer.	
	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%
Provides freshman and sophomore courses for transfer to four-year colleges and universities.	1.79	90	1.52	89	1.89	80	1.71	91	1.66	87	2.03	46	2.54	52
Provides technical and vocational training for immediate employment in business or industry.	1.69	93	1.85	83	1.83	84	1.62	93	1.67	87	1.92	81	2.44	54
Provides additional training for employment in new fields and upgrading present job skills.	1.75	94	1.98	80	1.87	84	1.72	92	1.83	82	2.26	63	2.26	68
Provides courses for personal interest and hobbies.	1.74	87	1.91	85	1.77	86	1.58	92	1.62	89	2.21	74	2.32	60
Provides counseling and career guidance to assist students in attaining their maximum potentail.	2.22	64	2.28	67	2.14	68	1.96	80	2.17	68	2.08	68	2.46	52
Provides assistance to students seeking employment.	2.22	65	2.41	61	2.33	59	2.27	64	2.32	62	1.97	79	2.54	48
Offers courses in basic English, Math and Reading to persons beyond high school age.	2.00	82	1.96	76	1.95	78	1.98	77	1.69	87	1.97	79	2.34	60
Serves older adults.	1.93	80	2.04	78	1.86	84	1.81	87	1.71	88	2.31	67	2.62	46
Serves minority persons.	2.20	69	2.34	61	2.12	71	2.03	79	1.95	76	2.36	59	2.56	50
Serves physically handicapped persons.	2.51	41	2.43	54	2.14	58	2.04	71	2.22	65	2.23	67	2.72	36

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TABLE 22

ADULTS' RATINGS OF HOW WELL AC MEETS PURPOSES

	Mean and Percentage Ratings of Superior or Good													
	C of C		Prof'l		Cross Sec.		Parents		H.S. Prof'l		Blacks		Mex. Amer.	
	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%
Provides freshman and sophomore courses for transfer to four-year colleges and universities.	1.62	82	1.61	74	1.71	71	1.71	81	1.80	73	1.96	62	1.92	46
Provides technical and vocational training for immediate employment in business and industry.	1.72	83	1.62	68	1.78	74	1.58	88	1.62	78	2.11	58	1.85	53
Provides additional training for employment in new fields and upgrading present job skills.	1.77	83	1.97	57	1.82	74	1.69	86	1.81	68	2.27	49	1.97	58
Provides courses for personal interests and hobbies.	1.57	80	1.70	82	1.66	81	1.49	88	1.51	83	2.40	51	1.97	54
Provides counseling and career guidance to assist students in attaining their maximum potential.	1.89	52	2.29	27	2.00	51	2.04	63	2.07	44	2.19	51	1.96	47
Provides assistance to students seeking employment.	2.03	46	2.41	27	2.09	43	2.04	49	2.12	40	1.93	73	2.18	42
Offers courses in basic English, Math and Reading to persons beyond high school age.	1.79	66	1.88	50	1.75	65	1.67	72	1.68	74	1.90	68	1.97	56
Serves older adults.	1.74	72	1.75	56	1.69	78	1.68	79	1.68	74	2.09	55	2.11	46
Serves minority persons.	1.81	56	1.81	45	1.80	61	1.79	72	1.76	63	2.23	40	2.00	51
Serves physically handicapped persons.	1.93	37	1.93	31	1.99	42	1.97	58	2.03	43	2.22	45	2.22	38

TABLE 23

REASONS ADULTS ARE PREVENTED FROM OBTAINING MORE EDUCATION

Rank and Percentage Ratings

	C of C		Prof'l		Cross Sec.		Parents		H.S. Prof'l		Blacks		Mex. Amer.	
	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%
My job prevents me from enrolling.	1	26	4	12	2	27	2	23	3	21	1	34	1	26
It costs more than I can afford.	11	0	7.5	4	5	11	8	4	6	6	7.5	8	5	14
I am busy with family obligations.	2	24	2	15	1	32	1	42	1	26	2	26	3	22
My school grades are too low.	9.5	0	10	2	10	5	9	3	8.5	2	5.5	13	6	10
It costs more than it is worth.	9.5	0	10	2	11	2	10	1	10	2	10	2	9	4
More education would not help me do what I want.	5	8	1	17	6	9	6	6	5	11	7.5	8	10.5	2
I don't like to study.	6	7	10	2	8	7	4	5	8.5	2	3.5	9	10.5	2
I would need child care services.	7	3	6	8	9	6	11	0	7	5	9	4	8	8
The courses I would like are not offered at a convenient time.	8	1	4	12	3	15	3	12	2	4	6	11	7	10
I'm too old.	3.5	10	7.5	4	4	13	4	8	11	1	5.5	13	4	16
Other.	3.5	10	4	12	7	9	5	7	4	4	3.5	19	2	24

TABLE 24

ATTENDANCE OF ADULTS AT AC

	C of C	Prof'l	Cross Sec.	Parents	H.S. Prof'l	Blacks	Mex. Amer.
Fewer than 10 courses	29	24	36	32	48	18	14
About 10 courses	6	4	6	1	4	2	0
About 20 courses	5	4	6	4	6	17	0
Earned an Associate Degree	6	11	7	14	10	9	2
No, never attended	54	57	45	49	32	54	84
TOTAL	100	100	100	100	100	100	100

TABLE 25

PREFERENCE FOR TIME TO ATTEND AC

	Rank Order and Percentage Rating																	
	C of C		Prof'l		Cross Sec.		Parents		H.S. Prof'l		Blacks		Mex. Amer.		H.S. Seniors	
	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%
Monday through Friday mornings	5.5	0	5.5	0	2	9	2	16	6	1	1	38	1	34	1	72
Monday through Friday afternoons	5.5	0	5.5	0	5	4	4.5	3	5	2	3	11	3	6	3	11
Monday through Thursday evening	1	24	1	21	1	32	1	10	1	10	2	32	2	28	2	19
Friday evening	4	1	4	2	4	6	4.5	5	3	3	5	4	4	4	4	4
Saturday	2.5	4	2	10	3	7	3	8	2	8	4	9	5	0	5	3
Sunday	2.5	4	3	6	6	4	6	3	4	3	6	0	6	0	6	1

TABLE 26

REASON BY ADULTS FOR ENROLLING AT AC

Rank Order and Percentage Rating

	C of C		Prof'l		Cross Sec.		Parents		H.S. Prof'l		Blacks		Mex. Amer.		H.S. Seniors	
	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%
Improve employment skills.	3.5	12	4	11	3	19	2.5	20	3	15	2	29	4	12	3	16
Develop skills for new job.	8.5	0	7	0	4	11	2.5	20	4	8	3	19	2	23	2	25
Career exploration.	5.5	4	7	0	7	4	6	5	6	35	1	24	6.5	4	1	30
General knowledge and personal satisfaction.	1	54	1	50	2	26	1	32	1	0	5.5	5	3	17	4	9
Use of social security benefits.	8.5	0	7	0	8.5	0	8.5	0	9	27	8	2	8.5	0	8.5	1
Self-improvement.	3.5	12	3	17	1	28	4	13	2	1	4	12	1	31	6	7
To meet and be with people.	8	0	7	0	8.5	0	8.5	0	7.5	7	8	2	8.5	0	7	3
To use leisure time.	2	15	2	22	5	6	6	5	5	1	8	2	5	8	8.5	1
Prepare for transfer to four-year college.	5.5	4	7	0	6	5	6	5	7.5	1	5.5	5	6.5	4	5	8
To satisfy my parents.	—		—		—		—		—		—		—		10	1

TABLE 27

ADULTS' CHOICE OF EDUCATIONAL PROGRAMS

Rank Order and Percentage Rating

	C of C		Prof'l		Cross Sec.		Parents		H.S. Prof'l		Blacks		Mex. Amer.	
	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%
Pre-professional	3	11	2.5	10	2	16	4.5	7	3	10	5	10	3	10
Traditional college major	7	0	4.5	5	8	4	3	11	2	14	8	2	4.5	8
Business related	2	15	4.5	5	3	4	2	31	5	5	3	14	2	18
Health services	7	0	7	0	6	6	4.5	7	6	3	1	29	7	6
Engineering Technician	4.5	4	7	0	5	7	8	0	7.5	1	7	5	7	6
Vocational	7	0	2.5	10	4	9	7	2	4	8	2	21	4.5	8
Basic skills (math, reading etc.)	4.5	4	7	0	7	5	6	3	7.5	1	6	7	1	38
Personal interest and hobbies	1	67	1	70	1	40	1	39	1	59	4	12	7	6

TABLE 28

CHOICE OF PROGRAMS BY HIGH SCHOOL SENIORS

Program Not Listed	25	Journalism	2
Law	5	Child Care Assistant	2
Architecture	4	Computer Information Systems	2
Computer Operator	4	Mid Management	2
Legal Secretary	4	Aviation Management	2
Engineering	3	Architectural Technology	2
Automotive Mechanics	3	Basic Studies	2
Medicine	3	Photographic Technology	1
Nursing (Assoc. Degree)	3	Law Enforcement Education	1
Electronics Technology (Gen.)	3	Retailing and Merchandising	1
Banking	3	Art	1
Business Administration	2	Home Economics	1
Liberal Arts	2	Education	1
Radio TV Production	2	Theater Arts	1
Medical Technology (Transfer)	2	Medical Laboratory Technology	1
Nursing (Transfer)	2	Others	9
Dentistry	2		
		TOTAL	100

TABLE 29

POST HIGH SCHOOL PLANS BY HIGH SCHOOL SENIORS

Enter military service.	2	Attend some kind of school or college full-time with a part-time job.	46
Take a full-time job that does not require further education.	7	Take a full-time job and go to school or college part-time.	11
Take a full-time job that requires on-the-job training.	10	Don't know what I'll be doing.	10
Attend some kind of school or college full-time with no job.	13	TOTAL	100

TABLE 30

REASONS FOR NOT ATTENDING COLLEGE
BY HIGH SCHOOL SENIORS

	Rank Order and Percentage Rating	
	Rank	%
More education will not help me do what I want.	3	28
I want to get a job and start earning a living	1	48
I have to work in order to support myself.	2	39
It would cost more than my parents can afford.	5	26
I don't like to study.	6	22
My school grades are too low.	4	27
My parents or guardians do not want me to go.	9	0
Most of my friends will not go to school or college.	7.5	5
The courses I would like are not offered at a convenient time.	7.5	5

TABLE 31

EDUCATIONAL LEVEL OR DEGREE
DESIRED BY HIGH SCHOOL SENIORS

None	13
Certificate	13
Associate Degree	18
Bachelors Degree	34
Masters or Doctorate	22
TOTAL	100

APPENDIX B

High School Student Survey,
Fall 1979

AMARILLO COLLEGE
HIGH SCHOOL STUDENT SURVEY, FALL 1979

Dear High School Student:

We at Amarillo College need your help to plan for future educational programs. Your answer to this questionnaire will provide helpful information about yourself, your opinions about Amarillo College and your educational needs. Answer the questions even if you are uncertain about the correct answer.

Your response to the questionnaire will be grouped with those of other respondents and will be considered confidential.

Thanks for your help.

Very truly yours,

Fred A Snyder

Fred A. Snyder, Vice President
Planning, Evaluation and Development

DIRECTIONS: WRITE THE APPROPRIATE NUMBER IN THE BLANK SPACE ON THE LEFT FOR EACH QUESTION

___1. I consider myself as:

1 White
2 Black or Afro-American
3 American-Indian
4 Oriental
5 Spanish surnamed American
6 Other (specify) _____

___2. Indicate the combined annual income of your parents.

1 0 - $ 5,999
2 $ 6,000 - $11,999
3 $12,000 - $17,999
4 $18,000 - $23,999
5 $24,000 - $29,999
6 $30,000 - up

___3. Your high school class: 1 Sophomore 2 Senior

___4. My sex is: 1 Male 2 Female

5. Show the highest educational level completed by your mother and your father.

___a. Mother
___b. Father

1 Under 8 years
2 Completed 8th grade
3 Some high school
4 High school graduate
5 Some college or occupational training
6 Two-year college graduate
7 Four-year college graduate
8 Master's or higher degree

6. Please write the number that best represents your mother's and father's type of work. If they are retired or deceased, refer to their former job.

___a. Mother
___b. Father

1 Clerical and Sales (bank teller, salesman, office or sales clerk, etc.)
2 Managerial or Office Occupations (office or sales manager, bank officer, etc.)
3 Professional (CPA, dentist, engineer, teacher, military officer, etc.)
4 Proprietor or Owner (farm owner, owner of small business, etc.)
5 Semi-professional & Technical (engineering technician, dental technician, practical nurse, surveyor, etc.)
6 Semi-skilled worker (machine operator, bus driver, etc.)
7 Service worker (barber, policeman, waiter, fireman, etc.)
8 Skilled worker or Foreman (baker, carpenter, electrician, etc.)
9 Unskilled worker (laborer, filling station attendant, farm worker, etc.)
10 Unemployed
11 Unknown

SEE OTHER SIDE

7. Show the extent to which you agree with the following statements by marking each, as (1) strongly agree, (2) agree, (3) no opinion, (4) disagree, (5) strongly disagree.

___a. Four-year colleges provide a better education for the freshman and sophomore years than does Amarillo College.
___b. I would choose AC over other colleges.
___c. Without AC, many Amarillo residents could not attend college.
___d. AC is one of the best two-year colleges in the country.
___e. AC should become a four-year college.
___f. It is easy and convenient to enroll at AC.
___g. People at AC really care about individual students.
___h. AC should adopt stricter admission standards.
___i. AC should offer additional financial aid to help more poor people attend.

8. Rate the quality of each aspect of AC, as (1) superior, (2) good, (3) fair, (4) poor (5) no opinion.

___a. Information about programs, courses, and schedules.
___b. Ease of getting to AC campuses.
___c. Transfer of degree courses to four-year colleges.

9. Rate the quality of each of the following aspects of AC, as (1) superior, (2) good, (3) fair, (4) poor, (5) no opinion.

___a. Educational programs
___b. Instruction
___c. Academic advisement
___d. Classrooms
___e. Laboratories and shops
___f. Library and learning resources (books, slides, films, recordings, etc.)
___g. Appearance of the campuses
___h. Overall

10. Check (x) your three main sources of information about AC.

___a. Friends and family
___b. High school teachers and counselors
___c. Visits to AC
___d. Telephone call to AC
___e. College publications (catalog or brochures)
___f. Newspaper advertising
___g. Newspaper stories and articles
___h. Radio or television commercials
___i. Radio or television news stories
___j. AC booths at the fair or shopping malls

___11. Please write the number in the blank space that best represents what you plan to do immediately after you leave high school.

1 Enter the military service
2 Take a full-time job that does not require further education
3 Take a full-time job that requires on-the-job training
4 Attend some type of school or college full-time, with no job
5 Attend some type of school or college full-time, with a part-time job
6 Take a full-time job and go to school or college part-time
7 Don't know what I will be doing after high school

GO TO THE NEXT PAGE

12. If you are not planning to attend school or college within a year after high school, mark (x) from the choices below each reason which is important to you.

___a. More education will not help me to do what I want.
___b. I want to get a job and start earning a living.
___c. I have to work in order to support myself.
___d. It would cost more than my parents could afford.
___e. I don't like to study.
___f. My school grades are too low.
___g. My parents or guardians do not want me to go.
___h. Most of my friends will not go to school or college.
___i. The courses I would like are not offered at a convenient time.

___13. If you plan to attend college, where do you think you will most likely go?

1 Amarillo College
2 Baylor
3 North Texas State
4 Southern Methodist
5 Texas A & M
6 Texas Christian
7 Texas Tech
8 University of Houston
9 University of New Mexico
10 University of Texas at Austin
11 West Texas State
12 Other (specify) _____

___14. If you plan to enroll in college courses, what is your one main reason for doing so?

1 Improve employment skills
2 Develop skills for a new job
3 Career exploration
4 General knowledge and personal satisfaction
5 Use of social security benefits
6 Self-improvement
7 To meet and be with people
8 To use leisure time
9 Prepare for transfer to a four-year college
10 To satisfy my parents

___15. What educational level or degree do you hope to complete?

1 None
2 Certificate (1-2 years)
3 Associate Degree (2 years)
4 Bachelor's Degree (4 years)
5 Master's or Doctorate (5-8 years)

16. If you would like to attend AC, mark (x) by each period of time when you are interested in attending.

___a. Monday through Friday mornings
___b. Monday through Friday afternoons
___c. Monday through Thursday evenings
___d. Friday evening
___e. Saturday
___f. Sunday

___17. What educational program would you most like to complete after you leave high school? Find the lists of programs on the back of this sheet, and select your choice. Write the number of your choice in the space provided on the left. If the program you choose is not listed, use Code Number 1150.

THANKS FOR YOUR HELP!

If you would like to obtain information about a particular program at Amarillo College, call the Registrar's Office at 376-5111, Ext. 207.

SEE OTHER SIDE

LIST OF EDUCATIONAL PROGRAMS AND CODE NUMBERS

Code No.	Program
	Business and Related Programs
3120	Aviation Management
3160	Banking
3020	Computer Information Systems
3021	Computer Operator
3157	Court Reporting
3195	Credit and Finance Management
3196	Credit Union Management
3060	Mid-Management
3151	Office, General (one or two-year)
3190	Real Estate
3140	Retailing and Merchandising
3153	Secretarial, General (one or two-year)
3155	Secretary, Legal
3156	Secretary, Medical
3155	Small Business Management
3065	Technical Marketing and Distribution
	College Transfer and Pre-Professional Programs
1010	Art
1041	Architecture
1030	Business Administration
1031	Denistry
1122	Education
1042	Engineering
1060	Home Economics
1051	Journalism
1131	Law
1155	Liberal Arts (subject areas)
1145	Mass Communications
1023	Medical Technology
1022	Medicine
1081	Music
1024	Nursing
1028	Optometry
1113	Pharmacy
1140	Theater Arts
1025	Veterinary Medicine
	Communications and Media Related Programs
3070	Photographic Technology
3090	Radio-Television Production

Code No.	Program
	Engineering Related Programs
5020	Air Conditioning and Refrigeration
5021	Appliance Service
3170	Architectural Technology
5040	Automotive Mechanics
5041	Automotive Partsman
3010	Chemical Technology
5050	Diesel and Industrial Engine Mechanics
3030	Drafting and Design Technology
5023	Electricity, Industrial
5070	Electricity, Commerical
3044	Electronics Technology, Broadcast
3041	Electronics Technology, Computer
3043	Electronics Technology, General
5022	Instrumentation
5071	Two-Way Radio Repair
5100	Welding Industrial
	Health Services and Related Programs
2020	Dental Assisting
2030	Dental Hygiene
2040	Medical Laboratory Technology
2080	Medical Office Assistant
2050	Medical Records
2060	Mental Health
2010	Nursing (Associate Degree)
2090	Nursing, Vocational
2070	Radiologic Technology
2110	Respiratory Therapy
2120	Child Care Assistant
	Public Service and Related Programs
3080	Law Enforcement Education
3081	Law Enforcement Management
	Miscellaneous
3050	Library Technical Assistant
4000	Basic reading, spelling, English, math, and study skills
1150	Program Not Listed

APPENDIX C

Community Survey,
Fall 1979

AMARILLO COLLEGE
COMMUNITY SURVEY, FALL 1979

Dear Amarillo Resident:

We at Amarillo College need your help to plan for future educational programs. Your answers to this questionnaire will provide information about yourself, your opinions about Amarillo College and your educational needs. Please complete the questionnaire and return it within three days if possible. A pre-addressed, stamped envelope is enclosed for your convenience.

Your response to the questionnaire will be grouped with those of other respondents and will be considered confidential. If you have any questions or concerns call 376-5111, Ext. 239.

Thanks for your help.

Very truly yours,

Fred A. Snyder

Fred A. Snyder, Vice President
Planning, Evaluation and Development

DIRECTIONS: WRITE THE APPROPRIATE NUMBER IN THE BLANK SPACE ON THE LEFT FOR EACH QUESTION

___1. I consider myself as:

1 White
2 Black or Afro-American
3 American-Indian
4 Oriental
5 Spanish surnamed American
6 Other (specify) _____

___2. My current age is:

1 Under 25
2 25-34
3 35-49
4 50-64
5 65 and over

___3. My sex is:

1 Male
2 Female

___4. Please indicate your marital status.

1 Single
2 Married
3 Divorced
4 Widowed
5 Other

___5. Show the highest educational level you have completed as of this date.

1 Under 8 years
2 Completed 8th grade
3 Some high school
4 High school graduate
5 Some college or occupational training
6 Two-year college graduate
7 Four-year college graduate
8 Master's or higher degree

SEE OTHER SIDE

6. Which statement best describes (a) your present employment status, and (b) that of your spouse, if any.

___a. Your own
___b. Your spouse

1 Employed full-time
2 Employed part-time
3 Retired
4 Homemaker
5 Unemployed, seeking employment
6 Unemployed, not seeking employment

___7. Indicate your and your spouse's combined annual income before taxes.

1 0 - $ 5,999
2 $ 6,000 - $11,999
3 $12,000 - $17,999
4 $18,000 - $23,999
5 $24,000 - $29,999
6 $30,000 - up

___8. Please write the number that best represents your type of work. If you are retired, indicate your former work.

1 Clerical and Sales (bank teller, salesman, office or sales clerk, etc.)
2 Managerial or Office Occupations (office or sales manager, bank officer, etc.)
3 Professional (CPA, dentist, engineer, teacher, military officer, etc.)
4 Proprietor or Owner (farm owner, owner of small business, etc.)
5 Semi-professional & Technical (engineering technician, dental technician, practical nurse, surveyor, etc.)
6 Semi-skilled worker (machine operator, bus driver, etc.)
7 Service worker (barber, policeman, waiter, fireman, etc.)
8 Skilled worker or Foreman (baker, carpenter, electrician, foreman, etc.)
9 Unskilled worker (laborer, filling station attendant, farm worker, etc.)

9. Show the extent to which you agree with each of the following statements, as (1) strongly agree, (2) agree, (3) no opinion, (4) disagree, (5) strongly disagree.

___a. Four-year colleges provide a better education for the freshman and sophomore years than does Amarillo College.
___b. I would choose AC over other colleges.
___c. Without AC, many Amarillo residents could not attend college.
___d. AC is one of the best two-year colleges in the country.
___e. AC should become a four-year college.
___f. It is easy and convenient to enroll at AC.
___g. People at AC really care about individual students.
___h. AC should adopt stricter admission standards.
___i. AC should offer additional financial aid to help more poor people attend.

10. Rate the quality of each aspect of AC, as (1) superior, (2) good, (3) fair, (4) poor, (5) no opinion.

___a. Information about programs, courses, and schedules.
___b. Ease of getting to AC campuses.
___c. Transfer of degree courses to four-year colleges.
___d. Contribution to the city of Amarillo.
___e. Value to the taxpayer.

11. Mark (x) by your three main sources of information about AC.

___a. Friends or family
___b. High school teachers and counselors
___c. Visits to AC
___d. Telephone call to AC
___e. College publications (catalog or brochures)
___f. Newspaper advertising
___g. Newspaper stories and articles
___h. Radio or television commercials
___i. Radio or television news stories
___j. AC booths at the fair or shopping malls

GO TO THE NEXT PAGE

12. In Column A, show the extent you agree with the purposes of AC by marking each statement, as (1) strongly agree, (2) agree, (3) no opinion, (4) disagree, and (5) strongly disagree.

Now, in Column B, show your opinion about how well AC meets these purposes by marking each statement, as (1) superior, (2) good, (3) fair, (4) poor, (5) no opinion.

(A) Purpose	(B) How well?	
___	___	a. Provides freshman and sophomore courses for transfer to four-year colleges or universities.
___	___	b. Provides technical and vocational training for immediate employment in business or industry.
___	___	c. Provides additional training for employment in new fields and upgrading present job skills.
___	___	d. Provides courses for personal interests and hobbies.
___	___	e. Provides counseling and career guidance to assist students in attaining their maximum potential.
___	___	f. Provides assistance to students seeking employment.
___	___	g. Offers courses in basic English, math and reading to persons beyond high school age.
___	___	h. Serves older adults.
___	___	i. Serves minority persons.
___	___	j. Serves physically handicapped persons.

13. Rate the quality of each of the following aspects of AC, as (1) superior, (2) good, (3) fair, (4) poor, (5) no opinion.

___a. Educational programs
___b. Instruction
___c. Academic advisement
___d. Classrooms
___e. Laboratories and shops
___f. Library and learning resources (books, slides, films, recordings, etc.)
___g. Appearance of the campuses
___h. Overall

___14. Show whether the cost of attending AC should be changed by writing the number of your choice in the blank space.

1 Don't change the cost to the student.
2 Raise the cost to the student and save the taxpayers' money.
3 Lower the cost to the student even if local taxes must pay the difference.

15. What services or facilities should be added at AC? Mark (x) for each that you recommend.

___a. More educational and cultural TV (Public Broadcasting Service)
___b. More parking
___c. Larger child care center
___d. Swimming pool
___e. Special facilities and programs for the physically handicapped
___f. Student dormitories
___g. Others (please list) _____

16. Some people may be prevented from obtaining more education and training for several reasons. Mark (x) each reason that is important to you.

___a. My job prevents me from enrolling.
___b. It costs more than I can afford.
___c. I am busy with family obligations.
___d. My school grades were too low.
___e. It costs more than it is worth.
___f. More education would not help me do what I want.
___g. I don't like to study.
___h. I would need child care service.
___i. The courses I would like are not offered at a convenient time.
___j. I'm too old.
___k. Other (specify) _____

SEE OTHER SIDE

___17. Have you ever attended AC?

__1 Yes, for fewer than 10 courses.
__2 Yes, I completed about 10 courses.
__3 Yes, I completed about 20 courses.
__4 Yes, I earned an associate degree.
__5 No, I have never attended AC.

18. If you would like to attend AC, mark (x) by <u>each</u> period of time when you are interested in attending.

___a. Monday through Friday mornings
___b. Monday through Friday afternoons
___c. Monday through Thursday evenings
___d. Friday evening
___e. Saturday
___f. Sunday

___19. If you plan to enroll at AC, what is your <u>one main</u> reason for doing so?

__1 Improve employment skills
__2 Develop skills for a new job
__3 Career exploration
__4 General knowledge and personal satisfaction
__5 Use of social security benefits
__6 Self-improvement
__7 To meet and be with people
__8 To use leisure time
__9 Prepare for transfer to a four-year college

___20. If you would like to attend AC, please indicate the kind of program that interests you.

__1 Pre-professional (law, medicine, engineering, business administration, etc.)
__2 Traditional college major (math, chemistry, psychology, English, music, art, drama, etc.)
__3 Business related (secretarial, typing, data processing, mid-management, etc.)
__4 Health services (nursing RN, dental hygiene, x-ray tech, medical laboratory, medical records, etc.)
__5 Engineering technician (drafting and design, architecture, chemical, electronic, etc.)
__6 Vocational (welding, auto mechanics, nursing LVN, TV repair, etc.)
__7 Basic skills (math, reading, study skills, etc.)
__8 Personal interests and hobbies (reupholstering, crafts, painting, speed-reading, gardening, tennis, bridge, etc.)

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21. If you would like information regarding a specific program at AC, please indiate the program below.

_____

THANKS FOR YOUR HELP!

APPENDIX D

Interview Form,
Fall 1979

AMARILLO COLLEGE COMMUNITY SURVEY
Interview Form
Fall, 1979

To the Interviewer:

You can usually obtain the required information by asking the questions of the persons being interviewed. Answers to Questions 3 and 5 can be filled in without asking questions. Ask the person his or her name and address, and write it legibly in the spaces for #1.

If a person has no knowledge or no opinion on a question, do not force an answer. Where this occurs, write a dash (-) in the answer blank. However, many persons will have faintly established opinions which they do not care to defend. Assure them that we want their opinions (and try to get them), but don't press so hard for answers as to make the respondent nervous or tense.

---

1. _____
Respondent's Name

_____
Respondent's Street Address

_____
City, State, Zip

INSTRUCTIONS: Write the appropriate number in the blank spaces on the left for each of the questions which follow.

___2. Show the family position of the respondent.

1 Parent
2 Son or daughter (use only if 18 years or older)
3 Aunt, uncle or grandparent
4 Family friend
5 Other (list) _____

___3. I consider myself as: (needed as information for equal opportunity for education or employment.)

1 White
2 Black or Afro-American
3 American-Indian
4 Oriental
5 Spanish surnamed American
6 Other (specify) _____

___4. My current age is:

1 Under 25
2 25-34
3 35-49
4 50-64
5 65 and over

___5. My sex is:

1 Male 2 Female

___6. Please indicate your marital status

1 Single
2 Married
3 Divorced
4 Widowed
5 Other

___7. Show the highest educational level you have completed as of this date.

1 Under 8 years
2 Completed 8th grade
3 Some high school
4 High school graduate
5 Some college or occupational training
6 Two-year college graduate
7 Four-year college graduate
8 Master's or higher degree

SEE OTHER SIDE

8. Which statement best describes (a) your present employment status, and (b) that of your spouse, if any.

___a. Your own
___b. Your spouse

1 Employed full-time
2 Employed part-time
3 Retired
4 Homemaker
5 Unemployed, seeking employment
6 Unemployed, not seeking employment

___9. Indicate your and your spouse's combined annual income before taxes.

1 0 - $ 5,999
2 $ 6,000 - $11,999
3 $12,000 - $17,999
4 $18,000 - $23,999
5 $24,000 - $29,999
6 $30,000 - up

___10. Please write the number that best represents your type of work. If you are retired, indicate your former work.

1 Clerical and Sales (bank teller, salesman, office or sales clerk, etc.)
2 Managerial or Office Occupations (office or sales manager, bank officer, etc.)
3 Professional (CPA, dentist, engineering, teacher, military officer, etc.)
4 Proprietor or Owner (farm owner, owner of small business, etc.)
5 Semi-professional & Technical (engineering technician, dental technician, practical nurse, surveyor, etc.)
6 Semi-skilled worker (machine operator, bus driver, meat cutter, etc.)
7 Service worker (barber, policeman, waiter, fireman, etc.)
8 Skilled worker or Foreman (baker, carpenter, electrician, foreman, etc.)
9 Unskilled worker (laborer, filling station attendant, farm worker, etc.)

11. Show the extent to which you agree about each of the following statements, as (1) strongly agree, (2) agree, (3) no opinion, (4) disagree, (5) strongly disagree.

___a. Four-year colleges provide a better education for the freshman and sophomore years than does Amarillo College.
___b. I would choose AC over other colleges.
___c. Without AC, many Amarillo residents could not attend college.
___d. AC is one of the best two-year colleges in the country.
___e. AC should become a four-year college.
___f. It is easy and convenient to enroll at AC.
___g. People at AC really care about individual students.
___h. AC should adopt stricter admission standards.
___i. AC should offer additional financial aid to help more poor people attend.

12. Rate the quality of each aspect of AC, as (1) superior, (2) good, (3) fair, (4) poor, (5) no opinion.

___a. Information about programs, courses, and schedules.
___b. Ease of getting to AC campuses.
___c. Transfer of degree courses to four-year colleges.
___d. Contribution to the city of Amarillo.
___e. Value to the taxpayer.

13. Mark (x) by your three main sources of information about AC.

___a. Friends and/or family
___b. High school teachers and counselors
___c. Visits to AC
___d. Telephone call to AC
___e. College publications (catalog or brochures)
___f. Newspaper advertising
___g. Newspaper stories and articles
___h. Radio or television commercials
___i. Radio or television news stories
___j. AC booths at the fair or shopping malls

GO TO THE NEXT PAGE

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SEE OTHER SIDE

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__7__ Basic Skills (math, reading, study skills, etc.)
__8__ Personal interests and hobbies (reupholstering, crafts, painting, speed-reading, gardening, tennis, bridge, etc.)

---

23. If you would like information regarding a specific program at AC, please indicate the program below.

_____

___24. Do you think AC is offering everyone good opportunities for a college education?

__1__ Yes
__2__ No

---

25. If AC really wants to help all people obtain an education, what do you recommend that it should do?

1. _____

2. _____

3. _____

_____
Name of Interviewer

THANKS FOR YOUR HELP!

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